 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

**Teacher’s Name:** Ms. Perry **Lesson #:** 6 **Facet:** Self-Knowledge  
**Grade Level:** 9-Dipolma **Numbers of Days:** 3   
**Topic:**  
Students will be able to be aware the decisions affect long term health  
  
**PART I:**  
  
**Objectives**  
Students will understand that short term impulsive decisions affect long term personal health.  
Students will know critical details of decision making; decisions and consequences, actions and reactions and the sequence and timeline for goal setting; short term goals are small steps towards a long term goal, goals must to SMART, specific, measurable, attainable, realistic and time based.  
Students will be able to be aware the decisions affect long term health  
  
**Product:**  
Interview using Garage Band software.

**Maine Learning Results (MLR)**   
**Maine Learning Results**  
**Content Area:** Health Education and Physical Education  
**Standard Label**: F. Decision-Making and Goal Setting Skills.  
**Standard**: F2 Goal-Setting  
**Grade Level Span:** Grades 9 - Diploma  
Students develop and analyze plan to attain a personal health goal.  
**Performance Indicators:** a  
  
**Rationale:**   
Students must demonstrate understanding of the events leading up a personal health status. With this knowledge will be able to plan ahead to make the appropriate choices to achieve a health enhancing goal.  
  
**Assessments**   
  
**Formative (Assessment for Learning)**  
**Section I – checking for understanding during instruction**  
Hand print. Students will trace their hands and write in each finger students write a decision that had an effect on the health of the environment, using examples from "The Lorax" by Dr. Suess.  
  
**Section II – timely feedback for products (self, peer, teacher)**  
Students will self-assess using the rubric.  
Students will peer-assess their parnters using the rubric.  
Teacher will assess and grade using the rubric.  
  
**Summative (Assessment of Learning):**  
Students will reflect on past decision that made that had a direct impact on their personal health. This reflection will be done in groups of two, demonstrated in an interview style podcast using garage band software. One student will be the interviewer and will ask inquiring questions so the interviewee will chronicle the thought process behind the decision and their thoughts, feelings and emotions when the consequences were felt.  
  
**Integration**  
**Technology:**   
Garage Band  
  
**Content Areas:**   
English/Journalism: students must be knowledgeable of interview style discussion.  
  
**Groupings**   
**Section I - Graphic Organizer & Cooperative Learning used during instruction**  
Students will use the time-order graphic organizer to display what decisions must be made to make progress towards goal achievement, the pairs-check cooperative learning technique will be used.  
  
**Section II – Groups and Roles for Product**  
Pairs will be selected during the stand up, hand up, pair up cooperative learning technique. The roles for the project will interviewee and interviewer. Which ever student's time-order graphic organizer pairs decide to use as a guide for their project will denote which partner is the interviewee and the other will be the interviewer.  
  
**Differentiated Instruction**  
  
**MI Strategies**  
**Verbal:** The interview process will force students to describe decisions and their consequences verbally.  
**Visual:** A visual representation of steps, choices and decisions leading up to (up a staircase) to goal achievement will be shown on the board**.**  
**Musical:** Students will be encouraged to include music and sound effects to add the content of the garage band podcast.  
**Interpersonal:** The podcast project will be done in pairs, students will have to discuss and collaborate ideas and opinions for their project.  
**Intrapersonal:** Before the pairs-check activity students will work individually to complete the time-order graphic organizer. Students will have to consider their own past experiences with decisions and consequences.  
**Naturalist:** The hook for this lessons uses the story of the Lorax as an analogy for decisions impact on environmental health and personal health.  
  
**Modifications/Accommodations**  
**From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)** I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.  
  
**Plan for accommodating absent students:**  
Absent students are to check the class wikispace for class notes. Absent students must complete the time-order graphic organizer as homework. This handout will be available in the absent student folder in the classroom. This graphic organizer is due one class period after the last day the student was absent. The absent student must type a script of an interview similar to the ones completed by classmates, which will be due 5 class periods after the last day that student was absent. The student must also write a positive review of one pairs interview as a blog entry, this is also due one class period after the last day they were absent.  
  
**Extensions**  
  
**Type II technology:**  
Garage Band software will be used to conduct and record an interview.  
  
**Gifted Students:**  
Much creativity is allowed and encouraged with this project. There is no one correct response. Gifted students can embellish their interview through enhancements provided in Garage Band or be excessively descriptive during their interview. The challenge with this project will be to demonstrate their reflection interview in a creative way.  
  
**Materials, Resources and Technology**  
"The Lorax" by Dr. Suess  
"The Lorax" Passages  
Time-Order Graphic Organizer  
Pens/Pencils  
Garage Band  
Student laptops  
  
**Source for Lesson Plan and Research**  
"The Lorax" Plot summary - <http://en.wikipedia.org/wiki/The_Lorax>  
Hand Print checking for understanding method - <http://edu221spring11class.wikispaces.com/file/view/strategies.pdf/200849872/strategies.pdf>  
Time-Order Graphic Organizer - <http://www.eduplace.com/graphicorganizer/>  
SMART goals - <http://topachievement.com/smart.html>  
  
**PART II:**  
  
**Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)**   
  
Classroom arrangement: Desks grouped into pairs  
  
Agenda  
Day One (80 minutes)  
Hook: The Lorax (20 minutes)  
Review/Checking for understanding handprint (30 minutes)  
Introduction to garageband (30 minutes)  
  
Day Two (80 minutes)  
Graphic Organizer (10 minutes)  
Stand up, Hand up, Pair up (10 minutes)  
Work on Podcast interview (60 minutes)  
  
Day three (80 minutes)  
Work on Podcast interview (65 minutes)  
Upload Podcasts to wiki (15 minutes)  
  
Assigment: Write a positive review of someone's podcast  
  
Students will understand that short term impulsive decisions affect long term personal health. If we know what we want we have to make decisions that will help us get what we want. Students develop and analyze a plan to attain a personal health goal. To hook students into this lesson the teacher will read "The Lorax" By Dr. Suess. This book demonstrates consequences of short term decisions, which has a direct impact on the environment's health, this will be the topic of a brief discussion after reading the hook book.  
**Where, Why, What, Hook, Tailor:** Naturalist, Verbal and Interpersonal  
  
Students will know critical details of decision making; decisions and consequences, actions and reactions and the sequence and timeline for goal setting; short term goals are small steps towards a long term goal, goals must to SMART (See content notes). This information is all review of what students have learned throughout this unit. To ensure students have and understanding and are able pull together all the information the instructional method for this lesson will utilize the hand print checking for understanding method (see content notes). This will be done on the first day of the lesson after the brief discussion of "The Lorax". The concepts from this unit will be related to the story and will serve as an example of decisions that effect future health. After the checking for understanding activity students will be paired based on where they chose to sit at the beginning of class, since the desks are arranged into pairs. Students will be introduced to the Garage band software. Each pair will the given a passage from "The Lorax" to record in Garage band and will be asked to input music and/or sound effects.   
**Equip, Explore, Rethink, Tailors:** Naturalist, Interpersonal, Intrapersonal, Verbal, Visual, Logical and Musical  
  
Students will use the time-order graphic organizer to display what decisions must be made to make progress towards goal achievement (see content notes). Once students have completed their time-order graphic organizer the stand up, hand up, pair up cooperative learning technique (see content notes) will be used to share their work. These are the pairs for the interview project, this project is a reflection that will be demonstrated in an interview style podcast using garage band software. The objective of the project is for students to reflect on past decision that made that had a direct impact on their personal health. The time-order will be used as a guide for the interview. Students will decide amongst themselves which graphic organizer they will use. One student will be the interviewer and will ask inquiring questions so the interviewee will chronicle the thought process behind the decision and their thoughts, feelings and emotions when the consequences were felt. The student whose graphic organizer was selected to use will be the interviewee and the other student will be the interviewer. Once students decide on roles they will be given the rubric and will start working on the project. On the third day of the lesson after finishing up their interview students will review the rubric and revise and refine their project as needed. The last 15 minutes of the time allotted for work on the projects will be designated for editing. Students are to upload their project to the class wikispace.   
**Explore, Experience, Rethink, Revise, Refine, Tailors:** Intrapersonal, Interpersonal, Musical, Logical, Visual and Verbal  
  
Students will self-assess and peer assess their partner using the rubric. Student's will be given an individual grade for the project, their self-assessment and peer-assessment will be taken into consideration. Teacher will assess and grade using rubric. Once students receive their grade they may add to the project if they wish to improve their work. Students are to listen to one other pairs interview and write a positive review for homework. The review is to be posted in their blog and linked to the blogs of the two other students whose project is reviewed. From this lesson students will have the knowledge of how decisions effect our future. Several examples of such were provided, analysis of "The Lorax", reflected on their own decisions and consequences, viewing their partners decisions and consequences, through the interview process and by listening to another pairs interview. This information and knowledge will assist students when they begin to work on their final assessment of this unit, juxtaposing the decisions that will lead to goal achievement to the decisions that will not lead to goal achievement through the means of a comic strip.  
**Evaluate, Tailors:** Interpersonal and Intrapersonal  
  
**Content Notes**   
Students will know…..   
'The Lorax' By Dr. Suess Plot summary, provided by wikipedia, licensed through Creative Commons  
A young boy living in a polluted town visits a strange reclusive man called the Once-ler "on the far end of town where the Grickle-grass grows... in the Street of the Lifted Lorax", who never appears in full in illustrations; only his limbs are shown. The boy pays the Once-ler fifteen cents, a nail, and the shell of a great-great-great grandfather snail to explain why the area is in such a run-down state. The Once-ler explains to the boy (shown in flashback) that he arrived in a beautiful, pristine valley containing happy, playful fauna that spent their days romping around blissfully among "Truffula trees". The Once-ler proceeded to cut down the Truffula trees to gather raw material to knit "Thneeds," a comically versatile invention of his, "which everyone needs". Thneeds can be used as a shirt, a sock, a glove, a hat, a carpet, a pillow, a sheet, a curtain, covers for bicycle seats, and countless others.  
By cutting down the tree, however, he summoned the titular Lorax, who was "shortish and oldish and brownish and mossy ... with a voice that was sharpish and bossy", to appear from the stump of a Truffula tree. He "speaks for the trees, for the trees have no tongues" and warned the Once-ler of the consequences of cutting down the truffula trees, but the Once-ler ignored him, instead calling his relatives to come and work in his factory.  
Soon the once beautiful area became choked with pollution and the Lorax sent away the fauna to find more hospitable habitats. Confronted by the Lorax, the Once-ler declared his intention to keep "biggering" his operations, but at that very moment, they "heard the tree fall. The very last Truffula tree of them all." Without raw materials, his factory shut down; without the factory, his relatives left. Then the Lorax, silently, with one "very sad, sad backward glance", lifted himself by the seat of his pants and flew away through the clouds.  
The Once-ler lingered on in his crumbling residence where he dwelt in great distress, and he pondered over a message the Lorax left behind: a stone slab etched with the word "Unless". In the present, he now realizes that the Lorax means that unless someone cares, the situation will not improve. The Once-ler then gives the boy the last Truffula seed and tells him to plant it, saying that "Truffula Trees are what everyone needs" and hoping that, if the boy grows a whole forest of the trees, "the Lorax, and all of his friends may come back."  
  
SMART Goals  
S: Specific  
M: Measurable  
A: Achievable  
R: Realistic  
T: Timely  
  
Handprint Checking for Understanding: Students are to trace their hands on a piece of paper. In each finger students write a decision the Once-ler made that had an effect on the future health of the environment. For example: Cutting down all the truffula trees negatively effects the ecosystem where this story takes place.  
  
Time Order Graphic Organizer: Students will select one aspect of their current health status to write in the 'topic' box of the graphic organizer. Students will list and describe four events or decisions that have contributed to their current personal health status. Each one will be written in the 'event' box. This will serve as an outline to guide them through their summative assessment project for this lesson.  
  
Stand up, Hand up, Pair up Cooperative Learning Technique: As soon as students have finished their graphic organizer they are to stand up and put their hand up to find someone else who done around the same time as them selves. Each student shares what they have written. Their partner is to ask at least one clarifying question.  
  
**Handouts**  
Paper for Handprint activity  
Time Order Graphic Organizer  
2 Interview Rubrics  
"The Lorax" Passages  
  
**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**  
  
**Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.**  
  
**Learning Styles**  
  
**Clipboard:**   
The graphic organizer clearly outlines the steps of actions and consequences. This sequential planning and reviewing will appeal to clipboard type learners. Students will be well aware of what is expected (which is an aspect clipboard learners will benefit from) from the summative assessment of this lesson, because they will be asked to review the rubric 3 times. Once for editing purposes, a second time to self-assess and a third time to peer assess.   
  
**Microscope:**  
Allowing students plenty of time to explore the Garage Band software to discover different aspects and features will gratify the microscope learners need for discovery. Analysis and investigation of decisions and consequences using "The Lorax" book will allow this type of learner to gain understanding.  
  
**Puppy:**  
The puppy learners will benefit from the partner work in this lesson, to interact with others to gain understanding of the ideas and concepts of decisions and consequences. The interview piece of the lesson calls for emotional reflection on personal decisions and how they impacted current health status. Puppy learners will gain further understanding through the emotional and imaginative connections of the interview.  
  
**Beach Ball:**  
Students who are beach ball learners will enjoy acting and being creative during this interview portion of this lesson, this will help keep these students engaged. If students have not previously used Garage Band software beach ball learners will enjoy using a new software and taking risks with all the program has to offer!  
  
**Standard 6 - Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.**  
  
**Formative:**  
In lesson 5 goal setting handouts were collected. On these handouts students indicated areas they understood and areas they may still need help with, the teacher reviewed this and used as a base for further instruction during lesson 6, specifically during "The Lorax" discussion. To check for student understanding during this lesson the hand print method will be used. This method asks students to trace their hands and write in each finger students a decision that had an effect on the health of the environment, using examples from "The Lorax" by Dr. Suess.  
  
**Summative:**  
Students will reflect on past decision that made that had a direct impact on their personal health. This reflection will be done in groups of two, demonstrated in an interview style podcast using garage band software. One student will be the interviewer and will ask inquiring questions so the interviewee will chronicle the thought process behind the decision and their thoughts, feelings and emotions when the consequences were felt. Once students receive their grade they may add to the project if they wish to improve their work.  
  
**Rationale:**  
The teacher used the information from the previous lesson to guide the discussion of similar concepts at the start of this lesson. This will demonstrate to students that the teacher has listened and is concerned about student progress and understanding, because of this students will respect the teacher and trust that the teacher has their best interests in mind, therefore creating a more receptive and engaging environment. Even after the summative assessment has been graded and returned to students they may still improve their work to improve their grade.  
  
**Standard 7 - Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.**  
  
**Content Knowledge:**  
Students will know that short term impulsive decisions affect long term personal health.Students will know critical details of decision making; decisions and consequences, actions and reactions and the sequence and timeline for goal setting; short term goals are small steps towards a long term goal, goals must to SMART. Students will know that decisions affect long term health.  
  
**MLR or CCSS:**  
**Maine Learning Results**  
**Content Area:** Health Education and Physical Education  
**Standard Label**: F. Decision-Making and Goal Setting Skills.  
**Standard**: F2 Goal-Setting  
**Grade Level Span:** Grades 9 - Diploma  
Students develop and analyze plan to attain a personal health goal.  
**Performance Indicators:** a  
  
**Facet:**   
Self-Knowledge  
  
**Rationale:**   
Students must demonstrate understanding of the events that took place in their lives that lead up to their personal health status. With this knowledge students will be able to plan ahead to make the appropriate choices to achieve a personal health enhancing goal. Students must know themselves in order to make   
  
**Standard 8 - Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.**  
  
**MI Strategies:**  
**Verbal:** The interview process will force students to describe decisions and their consequences verbally.  
**Visual:** A visual representation of steps, choices and decisions leading up to (up a staircase) to goal achievement will be shown on the board**.**  
**Musical:** Students will be encouraged to include music and sound effects to add the content of the garage band podcast.  
**Interpersonal:** The podcast project will be done in pairs, students will have to discuss and collaborate ideas and opinions for their project.  
**Intrapersonal:** Before the pairs-check activity students will work individually to complete the time-order graphic organizer. Students will have to consider their own past experiences with decisions and consequences.  
**Naturalist:** The hook for this lessons uses the story of the Lorax as an analogy for decisions impact on environmental health and personal health.  
  
**Type II Technology:**  
Garage Band software will be used to conduct and record an interview.  
  
**Rationale:**  
Students must work together in pairs to conduct an interview which will be recorded using Garage Band software. Students are encouraged to add music and sound effects to their project. Students will upload their project to the class wikispace. All students must listen to at least one other interview and write a positive review as a blog entry. The blog will be linked to the other two students (who conducted the interview) blogs. The interview is a digital recording of students thoughts and reflection, which is must different then recording this idea on paper.   
  
***NETS STANDARDS FOR TEACHERS***  
**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**  
a. Promote, support, and model creative and innovative thinking and inventiveness  
  
b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources  
  
c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes  
Garage Band interview  
  
d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments  
Writing and linking blogs of interview reviews  
  
***Rationale:***  
C.) The interview using Garage Band software requires students to reflect on past decision that made that had a direct impact on their personal health. The student conducting the interview must ask inquiring, clarifying and probing questions to generate analysis of actions and decisions to reveal the process and reasoning of decisions which ultimately led to current health status. The audio recording of this interview will allow others to hear the emotion and a first hand account of decisions and consequences.   
  
D.) By assigning students interview reviews that includes linking blogs students will have the ability to see who listened to their Garage Band interview and read other students thoughts on the interviews. This will promote student peer to peer learning. Review of others work is a starting point for new ideas built on similar concepts.  
  
**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**  
a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity  
Garage Band interview and linking review blog entries  
  
b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress  
  
c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources  
  
d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching  
Formative and summative assessments  
  
**Rationale:**  
A.) The introduction to Garage Band provides students plenty of time to explore the software to discover different aspects and features By linking blogs students will have the ability to see who listened to their Garage Band interview and read other students thoughts on the interviews. Both the use of Garage Band and linking blogs allow for an alternate means of communicating.  
  
D.) The teacher used the forma formative assessment from the previous lesson to guide the discussion at the start of this lesson. After the summative assessment has been graded and returned to students they may still improve their work to improve their grade.